

Date of Hearing: June 12, 2024

ASSEMBLY COMMITTEE ON EDUCATION
Al Muratsuchi, Chair
SB 98 (Portantino) – As Amended May 14, 2024

SENATE VOTE: 35-3

SUBJECT: Education finance: local control funding formula: enrollment-based funding report

SUMMARY: Requires, on or before January 1, 2026, the Legislative Analyst's Office (LAO) to submit a report to the Legislature on the effects of changing the pupil count methodology of the Local Control Funding Formula (LCFF) from average daily attendance (ADA) to pupil enrollment. Specifically, **this bill:**

- 1) Requires, on or before January 1, 2026, the LAO to submit a report to the Legislature, in compliance with Section 9795 of the Government Code, on the effects of changing the pupil count methodology of the LCFF from ADA to pupil enrollment.
- 2) Requires the report, at a minimum, to analyze all of the following:
 - a) The methods used by other states to count pupils for education funding purposes and the ways in which other states create incentives for local educational agencies (LEAs) to encourage pupil attendance;
 - b) A review of research regarding both of the following:
 - i) Evidence-based approaches to improving pupil attendance; and
 - ii) The extent to which a state's method of funding affects pupil attendance rates.
 - c) The fiscal, programmatic, and administrative impacts of changing the pupil count methodology of the LCFF from ADA to pupil enrollment, including the effects on the state and LEAs;
 - d) How a change to enrollment-based funding would affect LEAs of varying sizes, locations, and pupil demographics;
 - e) Alternative methods of changing the LCFF that would have a similar effect on local educational agencies serving a higher percentage of English learners (ELs), low-income pupils, and foster youth;
 - f) Phase-in approaches to implement the cost of an enrollment-based funding model over several years; and
 - g) If the pupil count methodology for the LCFF is changed, whether the state should continue using ADA for the Proposition 98 funding calculation and other education programs, such as special education and lottery funding.

3) Repeals the requirement for a report as of January 1, 2027.

EXISTING LAW:

Establishes the LCFF, which, for school districts and charter schools, is comprised of the following components:

- 1) A base grant of the following amounts per ADA in 2023-24:
 - a) \$10,951 for grades K-3, which includes a 10.4% grade span adjustment for class size reduction;
 - b) \$10,069 for grades 4-6;
 - c) \$10,367 for grades 7-8; and
 - d) \$12,327 for grades 9-12, which includes a 2.6% grade span adjustment for college and career readiness.
- 2) A supplemental grant equal to 20% of the base grant for each pupil identified as either low-income (based on eligibility for free or reduced-price meals), an EL, or in foster care (“unduplicated pupils”).
 - a) Defines eligible for “free or reduced-price meals” to mean determined to meet federal income eligibility criteria, either through completing an application for the federal National School Lunch Program (NSLP), or through an alternative household income data collection form, or deemed to be categorically eligible for free or reduced-price meals under the federal NSLP. (Education Code (EC) 42238.01(a))
 - b) Requires the alternative household income data collection form to contain, at a minimum, all of the following information:
 - i) Information sufficient to identify the pupil or pupils;
 - ii) Information sufficient to determine that the pupil or household meets federal eligibility criteria sufficient to qualify for either a free or reduced price meal under the Federal Richard B. Russell National School Lunch Act; and
 - iii) Certification that the information is true and correct by the pupil’s adult household member. (EC 42238.01(a)(5))
- 3) A concentration grant based on the number of unduplicated pupils in excess of 55%, times 65%, of the district or charter school total enrollment. (EC 42238.02(f))
- 4) Transitional Kindergarten (TK) add-on funding for school districts and charter schools equal to the TK add-on rate multiplied by the LEA’s current year TK ADA (\$3,044 for the 2023-24 school year). (EC 42238.02(g)(2))
- 5) Requires, upon full implementation of the LCFF, as a condition of receiving funds, school districts to maintain an average class enrollment for each schoolsite for kindergarten and

grades 1 to 3, inclusive, of not more than 24 pupils, unless a collectively bargained alternative ratio is agreed to by the district. (EC 42238.02)

6) ADA, defined as the total days of student attendance divided by the total days of instruction.

FISCAL EFFECT: According to the Senate Appropriations Committee (on a prior version of the bill):

- The California Department of Education (CDE) estimates that by using student enrollment instead of attendance, this bill could result in increased funding to schools of approximately \$3.6 billion each year. These funds would be in addition to their LCFF entitlements. While the bill does not specify a fund source, staff assumes it would be the Proposition 98 General Fund. The bill provides that these funds would be continuously appropriated in the annual Budget Act.
- The CDE estimates ongoing General Fund costs of \$1.48 million each year for various administrative activities to comply with this measure, including data collection, funding calculations, modification of existing systems, and providing technical assistance to LEAs.

COMMENTS:

Key provisions of the bill. This bill would require, on or before January 1, 2026, the LAO to submit a report to the Legislature on the effects of changing the pupil count methodology of the LCFF from ADA to pupil enrollment. An earlier version of the bill would have required the apportionment of the LCFF for LEAs to be calculated based on enrollment instead of attendance.

Need for the bill. According to the author, “California is one of six states that does not consider enrollment figures for determining state aid to school districts. Districts plan their budgets and expend funds based on enrollment but receive funds based on attendance. For example, if a school district enrolls 100 students but their attendance rate is 95%, the school district must still prepare as if 100 students will attend class every day.

While school districts are morally and legally required to comply with compulsory education laws and conduct outreach to re-engage students who are chronically absent or habitually truant, California funds schools based on average daily attendance (ADA). As such, school districts do not receive funding if a student does not attend school on any given day despite having fixed educational, programmatic and operational costs.”

Student enrollment and attendance data collection. Currently, LEAs collect data on the number of students they serve each year in three basic ways—census day enrollment counts, cumulative enrollment, and ADA.

Census day enrollment counts are taken on the first Wednesday in October (known as Census Day) to establish a baseline count of the students attending a particular school along with information such as race/ethnicity, whether the students are ELs, how many qualify for free- and reduced-price meals, and more. Cumulative enrollment is collected at the end of the year and is used to measure chronic absenteeism, suspension, and expulsion rates for the California School Dashboard. Finally, ADA is used to apportion funding for schools and is based on the days of school attended by students, not the number of students enrolled.

Local Control Funding Formula. The LCFF was established in the 2013-14 fiscal year to provide a more equitable distribution of funding among school districts, charter schools, and COEs. The three main components of the LCFF for school districts and charter schools are the base, supplemental, and concentration grants. The amount of the base grant is different for four different grade spans and receives a statutory annual cost of living adjustment (COLA). The following table shows the base grant amounts in 2013-14 and 2023-24:

Figure 1: LCFF Base Grant Targets by Grade Span and Fiscal Year (Existing Law)

Grade Span	2013-14	2023-24
K-3	\$6,845	\$10,951*
4-6	\$6,947	\$10,069
7-8	\$7,154	\$10,367
9-12	\$8,289	\$12,327*

**Note: Includes the class size reduction and college and career readiness adjustments.*

The base grant for each school district and charter school, including the grade span adjustment, is multiplied by units of ADA. For school districts, funded ADA is equal to the greater of the current year ADA, the prior year ADA, or the average ADA of the three most recent prior fiscal years.

In addition to the base grant, school districts and charter schools also receive funding for each enrolled pupil who is either an EL, low-income (as determined by eligibility for free- or reduced-price meals), or in foster care. These are referred to as "unduplicated" pupils because pupils who fall into more than one of these categories are counted only once for LCFF purposes. Districts and charter schools receive an additional 20% of the base grant amount for each unduplicated pupil.

The concentration grant is provided to districts and charter schools that have a significant concentration of unduplicated pupils. The concentration grant is provided whenever the enrollment of unduplicated pupils exceeds 55% of total enrollment. For each grade span, the grant is calculated by multiplying the base grant per ADA, times the total funded ADA, times the portion (if any) of UPP that exceeds 55%, times 65%.

TK add-on funding is provided to the LCFF entitlement for school districts and charter schools equal to the TK add-on rate multiplied by the LEA's current year TK ADA (\$3,044 for the 2023-24 school year).

Moving from ADA to enrollment based funding has the potential to require a redistribution of Proposition 98 funding. By allocating LCFF funds based on enrollment instead of attendance, the overall costs of the LCFF could increase by an estimated \$3.6 billion, according to the Senate Appropriations Committee. This potential increase is due to the fact that the vast majority of LEAs have enrollment that is higher than attendance, with rare exceptions. However, if the annual funding level for education (the Proposition 98 guarantee) was unchanged, there would ultimately be a reallocation of existing education resources—from LEAs with average or better ADA (95% or more of enrollment) to LEAs with below average ADA (less than 95% of enrollment). While most LEAs with below average attendance tend to serve higher proportions of students that are ELs, low-income, or foster youth, there are several exceptions (e.g., LEAs serving a low proportion of student needs with below average attendance). LEAs that have

worked to improve and successfully increase their attendance rates have expressed concerns that their efforts will result in a lower increase in funding than other districts under this proposal and will be required to spend 30% of their increase in funding on attendance-related activities.

Excused absences. California's compulsory education law requires every child between the ages of 6 and 18 to attend school full-time and their parents and legal guardians are responsible for ensuring that they attend school. A student who is absent from school without a valid excuse on any day or is tardy for more than 30 minutes, or any combination thereof, for three days in a school year is considered a truant.

Current law establishes excused absences for a number of reasons, including illness, quarantine, medical appointments, attending a funeral, jury duty, illness of the student's child, a court appearance, observation of a religious holiday or ceremony, attendance at an educational conference, serving on a precinct board, spending time with an immediate family member who is an active duty member of the military, as well as for other reasons deemed to constitute a valid excuse by a school administrator based upon an individual student's circumstances. However, the state does not provide funding to LEAs for excused absences.

Since 1997, California has based apportionment on attendance rather than enrollment. Prior to the passage of SB 727 (Rosenthal), Chapter 855, Statutes of 1997, California provided funding for excused absences based on a note from the parent documenting the absence as a valid reason, including illness, doctor's appointments, and funerals. Regrettably, the law was implemented differently across school districts, leading to significant ranges in rates of excused and unexcused absences. At the time, there were numerous reports of abuses of the system. SB 727 ended the state practice of reimbursing districts for days that students are absent from school for excused reasons. Since then attendance has improved, with the exception of during the COVID-19 pandemic.

Declining enrollment and attendance during emergencies. While LEAs in California are generally funded based solely on attendance, there are exceptions in existing law. Further, the Legislature and Governor have taken recent actions through the state budget process to hold LEAs fiscally harmless for COVID-19 related absences.

For school districts with declining enrollment, existing law provides a one-year reprieve from ADA loss by using the greater of the current year, prior year ADA, or the average ADA of the three most recent prior fiscal years for funding purposes. This reprieve is an acknowledgment that school districts must make program and staffing decisions before data on enrollment and available state funding is available.

Additionally, the state provides a process (via Form J-13A) to serve as documentation of an LEAs compliance with instructional time laws and provide authority to maintain school for less than the required instructional days and minutes without incurring a fiscal penalty to the LEA's LCFF funding due to a material decrease in attendance, school closure, or lost/destroyed records.

COVID-19 impact on attendance and apportionment. Attendance for apportionment was not collected for the 2020–21 fiscal year in response to the COVID-19 pandemic. SB 98, Chapter 24, Statutes of 2020, and SB 820, Chapter 110, Statutes of 2020, required that school districts, COEs, and continuing charter schools be funded on 2019–20 ADA, sometimes referred to as the

“pandemic hold harmless.” Further, growing school districts and charter schools were authorized to request funding for growth, as specified.

Figure 2, below, “School District and Charter School ADA by Grade Level,” displays ADA prior to, during, and following the COVID-19 pandemic. The statewide decline in ADA from 2019-20 to 2021-22 was 8.5%. P-1 ADA represents attendance for all full school months between the start of the school year and December 31, while Annual ADA (AN) represents attendance for the full school year.

Statewide ADA has declined since 2019-20 for school districts, COEs, and charter schools. Prior to the pandemic, charter school ADA was growing, while school district ADA was declining. The average ADA change between 2019-20 and 2021-22 was fairly consistent across school districts, with 538 reporting ADA that was 5-15% lower than 2019-20 ADA. ADA changes among charter schools vary significantly. There are 125 charter schools that reported an ADA increase of 30% or more between 2019-20 and 2021-22, including 62 classroom-based charter schools that received SB 820 growth funding in 2020-21 and 57 nonclassroom-based charter schools.

Figure 2: School District and Charter School ADA by Grade Level

School District and Charter School Reported ADA Changes by Grade Level					
Description	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	TOTAL
2019-20 Annual as of ANR3	1,774,189	1,318,030	918,474	1,850,692	5,861,385
2021-22 P2 as of ANR2	1,553,337	1,200,567	813,151	1,753,464	5,320,519
Change from 2019-20 to 2021-22	(220,852)	(117,463)	(105,323)	(97,228)	(540,866)
% Change from 2019-20 to 2021-22	-12.45%	-8.91%	-11.47%	-5.25%	-9.23%
2022-23 P2 as of AN	1,588,973	1,210,825	810,496	1,766,080	5,376,374
Change from 2021-22 to 2022-23	35,636	10,258	(2,655)	12,616	55,855
% Change from 2021-22 to 2022-23	2.29%	0.85%	-0.33%	0.72%	1.05%
2023-24 as of P1	1,622,981	1,221,105	830,592	1,771,513	5,446,191
Change from 2022-23 to 2023-24	34,008	10,280	20,096	5,433	69,817
% Change from 2022-23 to 2023-24	2.14%	0.85%	2.48%	0.31%	1.30%

Note: 2020-21 is not included because ADA was not collected by CDE that year due to COVID-19 distance learning policies.

Source: CDE

As both student enrollment and attendance decline across California, many LEAs will experience a corresponding decline in funding.

Chronic absenteeism has risen significantly in recent years. Chronic absence refers to missing so much school for any reason that a student is academically at risk. Chronic absence is defined as missing 10% or more of school for any reason, including excused absences, unexcused absences or truancy, and suspensions.

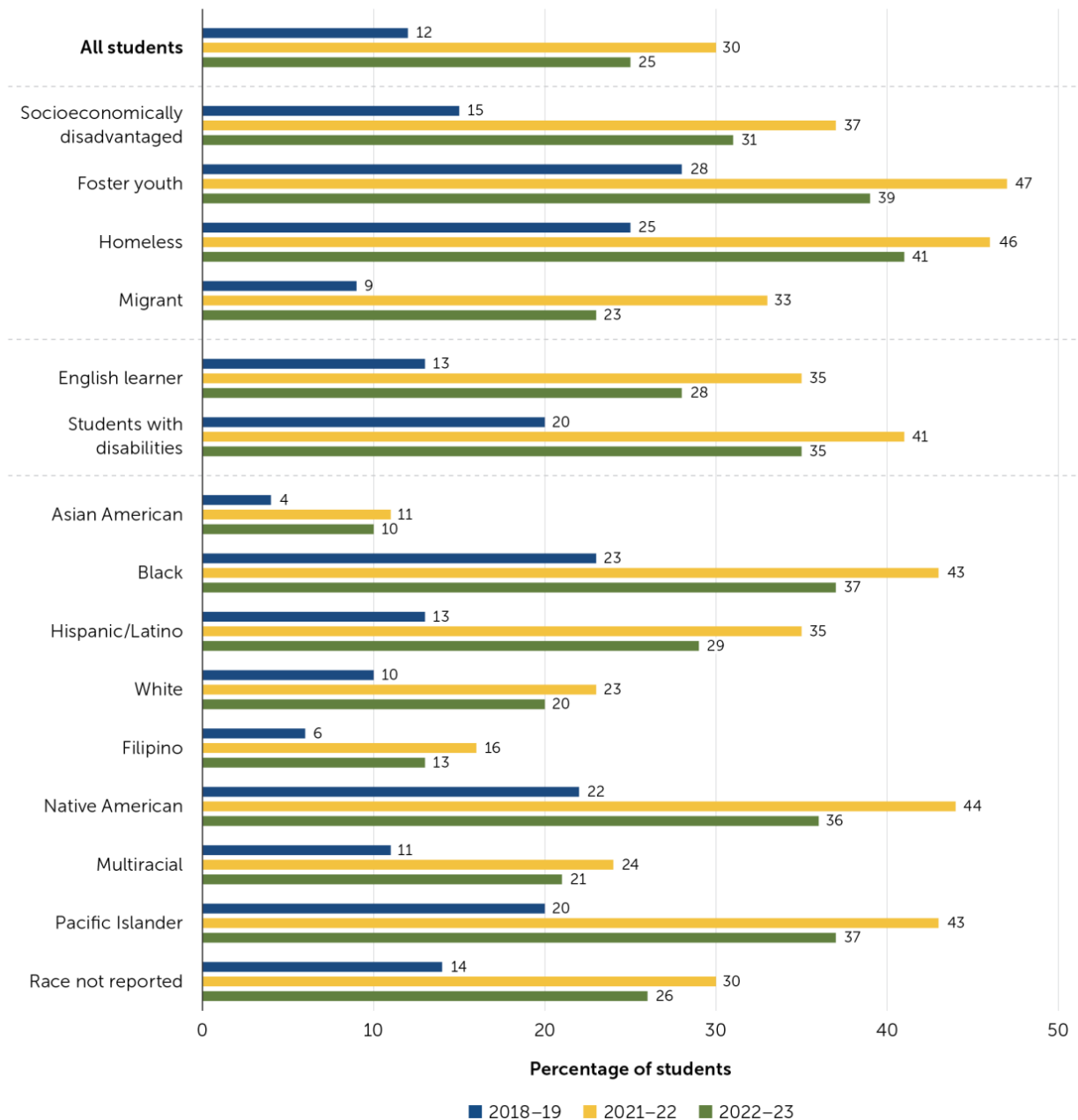
Statewide chronic absence rates increased from 12% to a high of 30% in 2021-22 during the COVID-19 pandemic. In 2022-23, the overall chronic absence rate fell to 25%. Although this represents a decrease from the prior year, the rate is still more than double that of the rate prior to the pandemic.

Chronic absences have a disproportionate impact on different subgroups of students. Only 2% of the most affluent schools have extreme levels of chronic absence, compared to 60% of schools in which 75% or more of the students are socioeconomically disadvantaged. Students who are

involved in the foster care system, are experiencing homelessness, and/or have been identified as having a disability have extraordinarily high levels of chronic absenteeism. In addition, Native American, Black, and Pacific Islander students also have especially high rates of chronic absences. See Figure 3 below. (Chang, 2024)

Chronic absenteeism also varies significantly by grade level. Kindergarten chronic absence increased from the pre-pandemic level of 16% to 40% in 2021-22 and remained at 36% in 2022-23, the highest level among all grade levels. High school chronic absenteeism increased from the pre-pandemic level of 16% to 30% at the height of the pandemic and dropped to 26% in 2022-23. (Chang, 2024)

Figure 3. Chronic Absenteeism Rates by Student Group and Year



Source: Unpacking California's Chronic Absence Crisis Through 2022-23 (Chang, January 2024)

Potential to increase chronic absenteeism by expanding excused absences. Legislation in recent years has added to the list of excused absences for the purposes of a student's mental health, participating in a cultural ceremony or event, and engaging in a civic or political event. Although each of these is worthwhile in themselves, the overall impact on student attendance must be considered. As noted above, a student's absence from school for any reason may have negative impacts on their academic achievement over time.

Impact of the LCFF on student achievement. The LCFF changed the way resources were distributed to LEAs, but the most critical outcome measurements are related to changes in student achievement. According to a 2021 PPIC report, *Targeted K–12 Funding and Student Outcomes: Evaluating the Local Control Funding Formula*, “Test scores have seen modest improvements, and in particular, improvements have been much greater in the state's highest-need districts. These trends over the past five years on the Smarter Balanced Assessment System (SBAC) suggest that additional LCFF funding leads to higher test scores; but a more definitive statement about cause and effect requires an empirical design that can account for other changes unrelated to the funding change.”

Low-income and non-low-income students meeting or exceeding grade-level standards saw modest increases for both groups, but larger ones among low-income students. In 2014–15, the first year the SBAC was administered, only 31% of low-income students met or exceeded standards in English Language Arts (ELA), compared to 64% of non-low-income students. For math, the gap was similar but the share meeting standards was even lower: only 21% of low-income students and 53% of non-low-income students. By 2019–20, the share of low-income students meeting or exceeding standards increased by 8 percentage points in ELA and 6.5 percentage points in math. Non-low-income students also saw progress, but at a slower rate: a 5.5 percentage point increase in ELA and a 5.9 percentage point increase in math. This implies the gap in proficiency is narrowing between low-income and non-low-income students by nearly 8% in ELA (2.5 percentage points) and 2% in math (0.6 percentage points).

Research on the first few years of LCFF documented sizable increases in 11th-grade test scores and graduation rates from the funding increases under the formula. The share of California students graduating from high school has slowly increased in recent years, rising from 82.7% in 2016–17 to 84.3% in 2019–20. However, there are notable gaps in these rates by student income and race; in 2019–20, 81% of low-income students graduated high school, compared to 91% among non-low-income students. Related to A-G completion rates, the highest-need districts that received the largest funding increases under LCFF have seen steady improvement, closing the gap in A–G completion relative to non-concentration districts by 9 percentage points. By comparison, the effect for the high-need districts (55%–80%) was 5 percentage points nine years after LCFF was first implemented.

California is one of a minority of states that allocates funding to LEAs based on attendance. While most states use a locally established enrollment data figure to allocate revenue to LEAs on a per-pupil basis, California is one of six states that use ADA. California established its ADA system in 1911, with the most notable change occurring in 1998, when the state stopped funding LEAs for excused student absences.

As shown in Figure 4, the most common method used by other states is average daily membership, with LEAs funded based on an enrollment count averaged across the school year. Seat counts, where students are counted on a specified census day, days, or period, are also commonly used.

Figure 4: Student Count Method by State

Student Count Method	States
Average Daily Membership	Arkansas, Minnesota, Nebraska, New Hampshire, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Utah, Vermont, Virginia
Single Seat Count Date	Colorado, Delaware, Connecticut, Indiana, Iowa, Kansas, Maryland, Massachusetts, Nevada, New Jersey, New York, South Dakota, West Virginia
Multiple Seat Count Dates	Arizona, Georgia, Hawaii, Louisiana, Maine, Michigan, Montana, Washington, Wisconsin
ADA	California, Idaho, Illinois, Kentucky, Mississippi, Missouri, Texas
Single Seat Count Period	Alabama, Alaska, New Mexico, Wyoming
Multiple Seat Count Periods	Florida, Ohio

Source: Education Commission of the States

Report analyzing the benefits of either funding enrollment versus attendance identifies important tradeoffs and the need to continue to encourage student attendance and engagement. A March 2022 report by Policy Analysis for California Education (PACE), *Student Count Options for School Funding: Trade-offs and Policy Alternatives for California*, observes that changing the LCFF student count methodology creates tradeoffs and should be analyzed with other alternatives for increasing funding equity. Specifically, attendance-based funding incentivizes LEAs to reach out to families to ensure students show up to school. This incentive may be the reason why California ranks among the top 10 states nationally in student attendance, with a pre-COVID average of over 95%. However, LEAs serving more EL, low-income, and foster and homeless students tend to have lower attendance rates for multiple reasons, which results in additional fiscal penalties under the existing system.

After exploring California’s existing student count system, historical attendance figures, and various policy considerations, the report concludes the following:

The method California uses to count students for funding purposes is an important decision that drives both resources and behaviors. California leaders should examine their policy goals related to fiscal stability, equity, attendance, and more in order to determine whether the current ADA-based funding system is helping to meet those goals. It is clear to us that a new count method, by itself, cannot achieve all goals. Switching

from attendance to enrollment may help districts achieve greater fiscal stability, and it may help redistribute resources to school districts with greater student needs. It could also offer districts more flexibility around how to serve students instructionally—especially students who might learn better through a competency-based model. On the other hand, the current system includes a fiscal incentive that, most agree, encourages higher attendance, even if that attendance definition is relatively weak. If the state dispensed with this incentive, it would likely need to find other ways to drive positive practices related to student attendance and engagement.

Concerns that attendance would decline under an enrollment-based funding model. The LCFF was adopted as a progressive funding system to increase equity by providing additional funding (supplemental and concentration grants) to LEAs serving larger portions of EL, low-income, and foster youth students. Supporters of moving to enrollment based funding argue that by redistributing LCFF funds to LEAs with lower than average attendance, this will further increase the equity of the LCFF across the state. However, as mentioned previously, if there is not an increase the Proposition 98 Guarantee or an additional apportionment for this purpose, this will result in winners and losers – some school districts and charter schools would see an increase in their apportionment, while others would see a decrease. Further, a move to enrollment-based funding would remove the fiscal incentive for school districts and charter schools to do everything in their power to increase student attendance. Without this fiscal incentive, there is serious concern that existing rates of chronic absenteeism would continue to grow, particularly for student groups with the most challenges. This will likely lead to negative student outcomes and a widening of achievement gaps.

More research and discussion are needed. As well-stated in the Senate Education Committee analysis of SB 830 (Portantino) of the 2021-22 Session (a proposal nearly identical to an earlier version of this bill, which would have required the apportionment of the LCFF for LEAs to be calculated based on enrollment instead of attendance), “As currently drafted, the fiscal, programmatic, and administrative impacts of this bill are difficult to assess. Further, stakeholders representing education management and labor organizations have expressed concerns that this bill is premature and requires more thoughtful consideration to avoid substantial unintended consequences. Lastly, the recent PACE report summarized above concludes that dispensing with the incentive for LEAs to ensure high attendance would necessitate that the state ‘find other ways to drive positive practices related to student attendance and engagement.’”

Recommended Committee Amendments. Staff recommends that the bill be amended as follows:

Require the report conducted by the LAO to include, to the extent data is available:

- The Legislative history of the change from funding excused absences to funding based on ADA pursuant to SB 727 (Rosenthal), Chapter 855, Statutes of 1997, including Legislative intent and any indications of inaccurate or inappropriate attendance reporting of excused absences;
- The impact on attendance of the change from funding excused absences to funding based on ADA pursuant to SB 727 (Rosenthal), Chapter 855, Statutes of 1997, including statewide attendance, and the equity impact of this change, including attendance by pupil

subgroup, and attendance at local educational agencies with high percentages of pupils pursuant to EC 42238.02;

- The programmatic changes made by LEAs to increase attendance after the switch to funding based on ADA pursuant to SB 727 (Rosenthal), Chapter 855, Statutes of 1997;
- The potential impacts on pupil attendance of changing the pupil count methodology of the LCFF from ADA to pupil enrollment, including the effects on the state and LEAs, including by pupil grade and pupil subgroup pursuant to EC 52052;
- Phase-in approaches to implement the cost of an enrollment-based funding model over several years which does not reduce the funding received by any local educational agency;
- The impacts on Proposition 98 and the minimum funding guarantee set forth in Section 19 of Article 1 of the Constitution and its implementing statutes, and its ability to fund existing and ongoing public education obligations;
- Remove the reference of funding for special education in the study conducted by the LAO, “If the pupil count methodology for the local control funding formula is changed, whether the state should continue using average daily attendance for the Proposition 98 funding calculation and other education programs, such as ~~special education~~ and lottery funding” due to the recent extensive review of and changes to the special education funding formulas in California; and
- Input from relevant stakeholders as determined by the LAO.

Arguments in support. The League of Women Voters of California writes, “The League of Women Voters of California supports equitable access to quality education, the development of a school finance system that enables orderly, timely, and effective budgeting, and a state finance system that provides for equitable distribution of general-purpose funds based on student population.

The study would help determine whether an enrollment instead of an attendance-based system would effectively redistribute resources to school districts with greater student needs. It will provide evidence to reallocate funding to enable school districts to better assist chronically absent and habitually truant students by explicitly using services and support mechanisms that have been determined to improve conditions for these students.”

Related legislation. SB 830 (Portantino) of the 2021-22 Session would have defined ADM as the quotient of the enrollment days for pupils in a school district or COE divided by the total number of instructional days for the LEA. Commencing with the 2023–24 fiscal year, would have authorized a COE or school district to apply to the Superintendent of Public Instruction (SPI) for supplemental education funding based on the difference between what an LEA would have received under the LCFF based on ADM and what the LEA received under the LCFF based on ADA for that fiscal year. Would have required LEAs to use at least 30% of their supplemental education funding to address chronic absenteeism and habitual truancy. This bill was held in the Assembly Education Committee.

AB 1948 (Ting) of the 2021-22 Session would have required, commencing with the 2022–23 fiscal year, numerous changes to the calculation of the LCFF. This bill was held in the Senate Education Committee.

AB 1607 (Muratsuchi) of the 2021-22 Session would have required, commencing with the 2022-23 school year, any calculation of ADA for school districts, COEs and charter schools to be based on the quotient of the sum of the ADA for the current fiscal year and each of the previous two fiscal years, divided by three. This bill was held in the Assembly Education Committee.

AB 1609 (Muratsuchi) of the 2021-22 Session would have required, for the 2022-23 school year, the CDE to use the greater of the ADA from fiscal years 2019-20, 2020-21, 2021-22, or 2022-23 for purposes of apportionment under the LCFF for school districts, COEs, and charter schools. This bill was held in the Assembly Education Committee.

AB 1614 (Muratsuchi) of the 2021-22 Session would have increased the LCFF base grant amounts, as specified, commencing with the 2022-23 fiscal year. This bill was held in the Assembly Education Committee.

AB 2774 (Akilah Weber) of the 2021-22 Session would have redefined, commencing with the 2023–24 fiscal year, the definition of “unduplicated pupils” in the LCFF to include pupils who are included in the lowest performing subgroup or subgroups, as defined, based on the most recently available mathematics or language arts results on the California Assessment of Student Performance and Progress (CAASPP). This bill was held on the Assembly Floor.

SB 579 (Allen) of the 2021-22 Session would have required, for the 2021-22 fiscal year, the CDE to use the greater of the 2019–20 or 2021–22 fiscal year ADA for purposes of apportionment under the LCFF for school districts, COEs, and charter schools. For the 2022–23 fiscal year, would require the CDE to use the greater of the 2019–20, 2021–22, or 2022–23 fiscal year ADA for purposes of apportionment under the LCFF for school districts, COEs, and charter schools. This bill was held in the Assembly Education Committee.

SB 98, Chapter 24, Statutes of 2020, and SB 820, Chapter 110, Statutes of 2020, required that school districts, COE, and continuing charter schools are funded on 2019–20 ADA, as specified.

AB 39 (Muratsuchi) of the 2019-20 Session would have increased the school district and charter school LCFF base grant funding targets, and would have created a new grant-add on. This bill was held on the Senate Floor.

AB 575 (Shirley Weber) of the 2019-20 Session would have redefined, commencing with the 2019–20 fiscal year, the definition of “unduplicated pupils” in the LCFF to include pupils who are included in the lowest performing subgroup or subgroups, based on the most recently available mathematics or language arts results on the California Assessment of Student Performance and Progress (CAASPP). This bill was held in the Assembly Education Committee.

AB 1015 (Gipson) of the 2019-20 Session would have required, upon appropriation by the Legislature, the SPI to make an apportionment to LEAs that would equal the amounts apportioned in the supplemental grant provisions of the LCFF that are attributable to the number of enrolled reengaged opportunity youth, and would have required that the funds be used in a program established for this student population. Would have defined an eligible youth to include

a high school pupil formerly identified as a dropout, an expelled pupil, or a pupil who has not been enrolled for at least 90 days irrespective of designation, including a pupil identified as a transfer pupil who has not reenrolled in a public elementary or secondary school for at least 90 days and a pupil who has been involved with the justice system. This bill was held in the Assembly Education Committee.

AB 1225 (Carrillo) of the 2019-20 Session would have added pupils experiencing homelessness to the categories of unduplicated pupils for the LCFF. Would have required that pupils experiencing homelessness who are also classified as foster youth be double counted for purposes of the LCFF, including the supplemental and concentration grants. This bill was held in the Assembly Education Committee.

AB 2808 (Muratsuchi) of the 2017-18 Session would have expressed the intent of the Legislature to enact legislation providing that, beginning in the 2019–20 fiscal year, the state begin to provide increases to the LCFF to address the existing inequities in per-pupil funding and fund California K–12 public schools at a level that is equal to, or above, the average of the top 10 states nationally by 2025 and, at a minimum, to maintain this level of funding indefinitely. This bill was held on the Assembly floor.

SB 727 (Rosenthal), Chapter 855, Statutes of 1997, simplifies school district paperwork and provides an incentive for schools to improve student attendance by ending the current state practice of reimbursing districts for days that students are absent from school for specified reasons. Adjusts funding formulas so those districts do not lose funding as a result of the change.

REGISTERED SUPPORT / OPPOSITION:

Support

AFSCME

Alliance for A Better Community

American Federation of State, County, and Municipal Employees

Boys & Girls Clubs of Carson

California Charter Schools Association

California Charter Schools Association (CCSA)

California Federation of Teachers AFL-CIO

California Labor Federation, AFL-CIO

California School Employees Association

California Teamsters Public Affairs Council

City of Oakland

Coalition for Humane Immigrant Rights (CHIRLA)

Communities in Schools of Los Angeles (CISLA)

Community Coalition

Disability Rights California

Diversity in Leadership Institute

Educare Foundation

Educators for Excellence - Los Angeles

Expanded Learning Alliance (EXPANDLA)

GenUp

Green DOT Public Schools California

Kid City Hope Place
League of Women Voters of California
Los Angeles Area Chamber of Commerce
Los Angeles County Democratic Party
Los Angeles Unified School District
Para Los Niños
Parent Engagement Academy
Partnership for Los Angeles Schools
San Diego Unified School District
Santa Barbara City College
Service Employees International Union, California
State Superintendent of Public Instruction Tony Thurmond

Opposition

None on file

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